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ABSTRACT

The basic goal of this program was to provide individually-tailored instruction for more than 70 4-year-old children identified as having potential learning handicaps. Children selected for the program attended small half-day sessions four times a week. Instruction in the areas of language arts, mathematics, science, health, motor skills, and social skills was given. Students were tested on a pre- and post-basis with both a locally devised test and the Stanford Binet Intelligence Test. Project participants scored higher on post-test assessments than did children in a control group. (SET)

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PRE-SCHOOL PROGRAM

1972-73

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Fargo Public Schools

Fargo, North Dakota

COVER SHEET

SPECIAL PROGRAMS AND PROJECTS (TITLE III, SEC. 306, ESEA)

END OF BUDGET PERIOD REPORT(S)

OE Project No. 0-71-1765

TITLE: PRE-KINDERGARTEN PRESCRIPTIVE TEACHING PROGRAM FOR DISADVANTAGED CHILDREN
(Ten words or less)

SUBMITTED BY: Fargo Independent School District #1
(Local Education Agency)

ADDRESS: Fargo (City) North Dakota (State) 58102 (Zip Code)

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U.S. Office of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

DATE SUBMITTED: August 28, 1973

Dr. Vern S. Bennett
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(Signature and title of authorized representative)

ED 091061

PRE-SCHOOL PROGRAM

1972-1973

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FARGO PUBLIC SCHOOLS
Fargo, North Dakota

PS 007 234

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SUMMARY

Fargo's Pre-School Program was funded under Title III of the Elementary and Secondary Education Act. The basic goal was to identify potential learning handicaps in four year old children and to then intervene in an attempt to remedy these deficiencies. The 1972-73 school year was the second project year for the program.

The program operated in the areas of Fargo that had been previously designated as Title I areas. The Title I areas comprise about one-half of the City of Fargo. The basic consideration for such designations was the economic factor. Thus, the region served by this project was characterized by low incomes, a dense concentration of population, and crowded living conditions. Six of the city's thirteen public elementary schools and two of the four parochial schools were located in these areas.

All four year old children who could be contacted, were initially screened. Each child was tested individually in his home with the locally developed Hunton Pre-School Test. Some children were selected as project participants after this test and others were referred for second phase screening with the Test of Basic Experience (TOBE).

Ninety children were selected for the Fargo program. They were placed in six classes of fifteen students each. Three classroom teachers were hired for these classes.

In the instructional component of the project, each class received instruction for one-half day on four days of the week (Monday, Tuesday, Thursday, and Friday) during the school year. The classroom emphasis was on the diagnosis of individual needs and prescribed individual instruction to meet these needs.

The students were tested on a pre- and post- basis with the Hunton Test and with the Stanford Binet Intelligence Test. These results were analyzed and were compared with the scores made by children in a control group. The participants in the pre-school program made gains during the 1972-73 school year that were significantly greater than those gains made by the control group.

A pre- and post-attitude survey was made to assess attitudes of parents and advisory council members. Both groups responded in a positive way. Their responses indicated a high degree of acceptance of the program by the town people.

The construction of the local measurement instruments was started in the first project year. The pre-school achievement test (Hunton Pre-School Test) was refined, revised and shortened. The staff intends to use this local test as the only screening instrument during the 1973-74 school year. The staff also continued to develop the criterion referenced tests in the various subject areas. They have written objectives in mathematics, language arts, science and motor facility. They also have writte

test items to assess student mastery of those objectives. The staff members developed test kits to facilitate the administration of these tests.

All evaluation indicators pointed to a successful year for the program. This success should justify continued funding for the pre-school project.

THE LOCALE

Fargo, a city of approximately 55,000 people is located in the heart of the Red River Valley of the North. The city serves North Dakota and parts of Minnesota and South Dakota as a retail and wholesale center. Thus, a large percentage of the city population is engaged in merchandizing. Recently, Fargo has become an important regional medical center serving the people of the upper Midwest.

There is a large number of managerial and trainee positions in the community. This contributes somewhat to the mobility rate and subsequently turnover rate in the school population.

The unemployment rate in Fargo generally runs below the national rate. In May, 1973, the unemployment rate was 4.3% in the city. The national rate has usually been close to 5%.

The proposed target area is characterized by a lower and lower-middle class population which is composed of predominantly labor and service. The highest rates of unemployment and underemployment, the poorest housing, the lowest income, and the least educated populace are found in the target area.

SCHOOL SYSTEM

The target area of the Pre-School Project included those schools which previously had been designated Title I Schools. Of these schools, six are elementary schools in the Fargo Public School System and two are parochial schools. The public elementary schools utilize a K-5 or K-6 organizational pattern. The parochial schools use a 1-8 pattern. The above six Title I Schools in the Fargo Public School District include all three designated Model Cities Neighborhoods Schools.

The Fargo School District has two senior high schools, two junior high schools, and thirteen elementary schools, with a total enrollment of 10,275 students. The target schools served are identified below:

Madison School (Model Cities)	1040 29th Street North
Woodrow Wilson (Model Cities)	315 North University Drive
Jefferson (Model Cities)	315 16th Street South
Roosevelt School	1026 10th Street North
Carl Ben Eielson School	1035 16th Street South
Lewis & Clark School	1729 16th Street South

The enrollment in these buildings ranges from a low of 162 students at Woodrow Wilson School to a high of 531 at Jefferson Elementary School.

Total enrollment in the school district is rather stable at the moment. Although a lower local birth rate has tended to place fewer students in the elementary schools, a continual in-migration of families with young children into the City of Fargo has offset the potential decline.

In terms of finances available to the Fargo Public Schools, the annual per pupil expenditure is approximately $919 for elementary pupils. This figure includes monies from the general fund and from the sinking and interest fund.

The history of pre-school education in the City of Fargo goes back many years, with the establishment of the first kindergarten in 1890. Kindergartens were a part of the total program in the Fargo District intermittently, depending upon the availability of funds, until 1957 when they became a permanent fixture in the school district's program. The kindergarten program is financed totally out of local tax dollars, because no state aid is allocated for pre-schcol programs in North Dakota.

SPECIAL FACTORS

NEEDS ASSESSMENT -

As stated previously, there are eight elementary Title I Schools

located in the City of Fargo. For several years local school administrators have recognized the diverse range of educational problems within these eight attendance areas. Perhaps the most concrete evidence of lack of achievement was indicated by recent results of standardized achievement tests.

The composite grade mean(norms)for these eight schools ranged from 1.04 grade levels below the Fargo Public School District mean to .11 grade levels below the district mean. Individual student scores ranged from 3.5 grade levels below the Fargo School District mean to several grade levels above as measured by composite achievement scores on the Metropolitan Reading Readiness Test and the Iowa Test of Basic Skills.

It appeared, upon close examination of the available data, that the greatest academic deficiencies existed in the areas of reading and language development. It also appeared that these low scores followed a child from his time of entrance into the primary grades through grade six. The fact emphasized the importance of proper training and instruction at an early age.

School achievement (in the designated target schools) was assessed in May, 1971. It was determined that as many as 66% of the children in grades K-3 of these schools scored below the school district means in language and reading.

After considering the characteristics of the target area residents it seemed reasonable to perceive that many of the reading and language development deficiencies of target area pre-school children were caused by (1)insufficient exposure of children to commonplace educational and cultural experiences, (2)insufficient social and verbal interaction with adults and children in a non-family setting, (3)insufficient exposure to books, games, common household and school manipulative objects, (4)insufficient attention to or correction of deficiencies in speech, social, and emotional patterns, and (5)insufficient attention to medical needs.

LOCAL HISTORY OF PRE-SCHOOL -

Various types of pre-school programs have been operated in the Fargo School District in the past. The kindergarten program has been operated at times for several years and has been operated continuously for all children in the district since 1957.

Different types of Head Start Programs have been operated in Fargo. These include the summer Head Start and the year long Head Start.

The actual prescriptive teaching for four year old children began as a pilot program in 1970-71. This was funded as a Model Cities educational project and operated for 60 children in the Fargo School District.

This program was then approved for Title III funding for the 1971-72 school year. This enabled the district to continue and expand the program.

The Title III Grant made it possible to enroll 90 disadvantaged children. The Fargo project has now completed two years under Title III funding using the same basic format as the 1970-71 pilot program.

SCOPE OF THE PROGRAM

PURPOSE -

The purpose of the Fargo Pre-Kindergarten Prescriptive Teaching Program for Disadvantaged Children with Learning Disabilities was to provide 90 educationally handicapped four year old children with an individually prescribed instructional program that would increase the participants readiness for kindergarten and provide the student with academic proficiencies in language arts, reading, health, science, social experience and motor facility.

DEFINITIONS -

The title of the program contains at least two words which need to be defined. The term, "disadvantaged", was used to describe those children deprived of the opportunity for healthy growth and development irrespective of family occupational and income levels. This condition may be attributed to any one or several of the following factors: limited social, mental, physical and/or genetic factors.

"'Learning disabilities', as applied to this project, was defined as follows: A learning disability is exhibited as a disorder in one or more of the basic psychological processes involved in understanding or using spoken language and visual symbols. These may be manifested in

disorders in listening, thinking, talking, interpreting and reproducing visual symbols, and in comprehending basic numerical concepts. The primary cause of such conditions shall not be attributed to visual, hearing, motor handicaps and emotional disturbance even though these conditions may exist as secondary factors. Learning disabilities will be present concomitantly with the characteristics of 'disadvantage'". This definition is found on page 39 of the project application.

PERSONNEL

CLASSROOM PERSONNEL -

The Pre-School Program had the service of three full-time classroom teachers and three teacher aides. Each teacher had previous experience in either pre-school programs or kindergarten work. The teachers had one, two, and eleven years of teaching experience, respectively. The teacher aides, prior to their work in the classroom received about 150 hours of combined classroom lecture and practical lab experience. This training was the same as that given to any teacher aide employed by the Fargo Public School District.

Prior to the start of the instructional component of the Pre-School Program, the classroom teachers were engaged in developing the prescriptive instructional materials which were the central core of the pre-school curriculum. Learning packages were developed in the subject matter areas of mathematics and language arts for the first instructional year. Packages

were developed in the areas of motor facility and science for the second year.

The instructional personnel were full-time, with each teacher teaching a section of fifteen students in the morning and a different section of fifteen students in the afternoon. Although no pre-school classes were held on Wednesdays, the teachers met with the Project Director and Project Coordinator in the mornings for in-service and evaluation. The teachers spent Wednesday afternoons in their classrooms preparing lessons and assorted instructional materials.

PUPIL SERVICE PERSONNEL -

In addition to the regular instructional personnel, the Pre-School Program had the half-time service of a speech pathologist. At the beginning of the instructional component, each child in the Pre-School Program was tested to detect any existing articulation problems. Therapy was provided to several children whose problems were identified by this testing.

The services of a school psychologist were made available to the Pre-School project at no cost by the Fargo Public School District during the testing period. This person assumed a major responsibility in the administration of the Stanford Binet Intelligence Test.

ADMINISTRATIVE STAFF -

The Director of Special Services for the Fargo Public School District

also served as Director of the Pre-School Project. He is a highly qualified individual who has served in his current position for five years. He has a Masters Degree and post graduate training in Educational Psychology and Guidance. Ten percent of his salary was paid by Title III funds for his administration of the Pre-School project.

The Project Director's responsibilities included the following:

1) Selection of all project personnel
2) Close coordination of all project activities through the project coordinator
3) Assuring the beginning and completion of all component aspects as set forth in the operational grant
4) Approving and verifying of all budgetary expenditures
5) Assuring community awareness of project
6) Determining and providing appropriate channels for dissemination of project information and,
7) Making adequate arrangements for communication within and external to the project.

The Project Coordinator was an 80% time administrator of the project. His training includes the completion of his course work for a Ph. D. in Developmental Psychology. He has had some years experience in public school teaching and some experience as a school psychologist. His responsiblities included the following:

1) Directing in-service training sessions with assistance from the Project Director

2) Providing screening, pre-test and post-test services

3) Participation in the selection of appropriate equipment and supplies for the project

4) Provision of parent consultation on an on-going basis

5) Functioning as a liaison between the project and various social and professional agencies within the community

6) Development of an analysis of the effectiveness of various aspects of the program in conjunction with the Project Director

7) Coordination of various parent and advisory group meetings when the Director was absent

8) Assistance with the planning of various program formats and,

9) Preparation of the annual report on the diagnostic, in-service, and instructional components of this project.

The Project Evaluator was a half-time employee. His training includes an Ed. D. in Education of Statistics and Measurements. His experience includes several years of teaching at the high school and college level. His responsiblities included the following:

1) Providing an on-going assessment throughout the project period to determine the extent to which specific performance objectives at various levels are being accomplished

2) To inform the project director when performance objectives are inadequately stated and are not being met

3) Prepare and submit a pre-evaluation report on the operational project

4) Prepare and submit a minimum of three reports during the

project period covering all four components of the project

5) Supervise the construction of all tests that are being constructed by the project staff

6) Supervise the administration of the individual tests to insure uniformity

7) Be responsible for the collection, analysis, and interpretation of all statistical data, and

8) Prepare and submit a final evaluation report at the termination of the project period.

ORGANIZATIONAL DETAILS

The Pre-School Program has been funded under Title III for two years. This report is an evaluation of the second year of the project. The major thrust of the curricular development during the first project year was in the development of a number of tests and the development of prescriptive teaching materials in the disciplines of language arts and mathematics. The major emphasis during the second year was in the refinement of these tests and the development of teaching materials in the areas of science and motor facility.

CLASSROOMS -

The classrooms used for instruction in the Pre-School Program were standard and representative of classrooms at large in the Fargo Public School District. All of the classrooms were arranged so that more than one activity could be pursued during the course of a single session.

The speech therapist had an office in the immediate vicinity of the classrooms. She conducted all of the speech testing and therapy in this office.

IN-SERVICE TRAINING -

The in-service training program for the Pre-School Program consisted of several parts. The first was a one week workshop which was conducted by the project coordinator for the project teachers and speech therapist. It was held so that the participants would understand the project operation, staffing patterns, identification and sequencing of skills, the writing of behavioral objectives and diagnostic tests, the selection of activities and project materials, and the development of individualized learning packages. A post-test was administered to evaluate the success of the workshop. The performance criterion for the post-test was eighty percent.

The second workshop was held in the summer for a period of two weeks. The objectives of the workshop were to 1)develop skill sequences in the areas of science and motor facility and 2)write learning packages based on these skills. Learning packages included the following: behavioral objectives, learning activities, performance criteria, and diagnostic tests. An evaluation was made at the end of the two week period to determine if all of these learning packages contained the forementioned elements.

A one day workshop was held to discuss the administration and scoring

techniques to be used with the screening instrument. The project coordinator conducted this workshop for all project staff members who were involved in the screening process.

The project coordinator also conducted a two day workshop for the project speech pathologist. It was designed to familiarize her with the project and to illustrate how a prescriptive speech therapy program would fit into the total project.

In-service sessions were held every Wednesday morning during the school year. The project coordinator conducted these sessions for all staff members. The purposes of the Wednesday sessions were 1)to refine and update the locally developed instructional materials, 2)to familiarize the staff with various learning disabilities, and 3)to instruct the staff on various methods on individualizing instruction. Selected audio-visual materials were purchased for use in these training sessions.

The project teachers and the project speech therapist attended two professional seminars during the year. One of the seminars was the Manitoba Conference on Learning Disabilities. This was a three-day conference held in Winnipeg. The second seminar was a two-day conference sponsored by the Southeast (North Dakota) Mental Health Center. The conference sessions dealt with hyperactive and brain damaged children.

The project speech pathologist attended a national conference on speech and hearing in San Francisco, California.

The project evaluator attended a national meeting in New Orleans. This meeting was conducted by the U.S. Office of Education for Title III administrators. The major emphasis was on evaluating and auditing techniques related to Title III projects.

ACTIVITIES

During the first project year, the basic learning skills were identified in the areas of language arts, mathematics, science, health, motor skill development, and social experiences. The classroom teachers gave instruction in all of these areas. However, specific learning packages were developed only for language arts and math. Packages were developed in the second year for science and motor facility. Learning packages for social experience and health will be developed for the third year. The nature of the project (prescriptive teaching) dictated that most of the classroom instruction be done in small groups or on an individual basis. An informal classroom atmosphere was maintained to facilitate this arrangement. The classrooms were arranged into various student interest centers.

The school year began with an introductory period of about two weeks to allow the children to adjust to the classroom and the teacher. Then, initial pre-testing was done with a series of criterion referenced tests designed to measure specific skills. The results of this testing were used as the basis of the individual instruction which took place in the classroom. There was on-going diagnostic testing by both teachers and the

coordinator in order to keep abreast of a child's development and to identify learning disabilities.

The classroom was divided into an "active" area and a "quiet" area. The active area was utilized for house play activities, gross motor development and self-concept development. The quiet area had a reading area, a listening center and a play area for fine motor, perceptual and math skill development.

The 2½ hours the children were in class were divided into one half hour for snack, bathroom break and rest, one hour for group activities such as watching filmstrips, singing, and group games in the gym and one hour for individualized or small group instruction. A sample of a daily lesson plan is presented in Appendix A. The paraprofessionals were utilized during the time for individualization to maintain control of the classroom while the teacher worked in 10 to 15 minute sessions with individual or small groups of children. The other children were encouraged, but not forced, to utilize the other "learning centers" on a rotating basis.

As the teachers worked with the students on the basic sequence of skills in the learning packages, they kept records on the progress of the individual student. Because the program focused on the individual child, no formal report cards or evaluation procedures against peers were used. Rather, the teachers made evaluation of student progress to parents in the three regularly held conferences. The teachers also encouraged the parents

to make informal school visits between conferences.

The speech pathologist did both individual and small group work based upon articulation and language development tests given at the beginning of the year. Some of this teaching was done in a separate room and some was done in the classroom depending upon the problem and the child. The speech pathologist also wrote prescriptions for the teachers to carry out in given cases.

Classes were held on Monday, Tuesday, Thursday and Friday from 9:00 - 11:30 a.m. and from 1:00 - 3:30 p.m.. Each child attended one session per day, or four classes per week. The number of students in each of the Pre-School classrooms did not exceed fifteen.

As previously mentioned, Wednesday was an in-service day. The teachers met with the coordinator and director to discuss issues of mutual concern. The teachers used Wednesday afternoons to work on the production of classroom instructional materials.

A control group of four year old children was selected for comparative purposes. These children were tested in the fall, 1972, and the spring; 1973. They received no type of instruction during the year other than that normally provided by parents and family.

ASSOCIATED SERVICES -

The pre-school children received a snack in the middle of each daily school session. The snacks consisted of such items as sandwiches (jelly, peanut butter, or ham), cheese slices, fresh fruit, orange juice, cookies, crackers and daily milk.

The project coordinator provided diagnostic services for aiding in identification of specific learning disabilities, emotional disturbances, and possible neurological dysfunctions. He also assisted in prescribing individual remediation techniques.

Outside agencies (including both medical and mental health facilities) were utilized in those cases where the project staff was not qualified. The project coordinator served as a liaison between these agencies and the pre-school program.

INSTRUCTIONAL EQUIPMENT AND MATERIALS

Instructional learning packages were the heart of the pre-school program. The learning packages were detailed lesson plans sequenced in a multi-level pattern to insure instruction of the basic skills of the subject area under consideration. The sequence of skills, the learning activities, diagnostic tests, and materials to be used were suggested as a logical and meaningful method for accomplishing the successful instruction of the basic skills. Lists of skills and one sample learning package for each of the subject areas developed during the second project year are

presented in Appendix B. The learning packages were prescriptive in the sense that the basic skills in the packages had to be taught. However, the teacher had the latitude to use her ingenuity and creativity to rearrange, supplement, or modify the content of the packages as long as the skill and the intent of the skill were carried out.

During the in-service workshop which preceeded the first program year, learning packages were developed in the areas of language arts and mathematics. Before the second year, packages were developed in science and motor facility. Package development will take place in the areas of health and social experiences before the 1973-74 school year. Instruction in the pre-school program has always taken place in all subject areas regardless of the availability of the learning packages. Because of the overlap between the content areas at the pre-school level, the educational experiences planned by the teachers covered all categories. However, the teachers will now have the advantage of using the educational learning packages in all subject areas during the forthcoming third project year.

The Pre-School Program focused on certain conceptual areas. Some instructional materials were purchased or developed for use in these areas. A variety of these materials and devices were used for various activities. A chart is given in Appendix C to indicate some of these materials and their relationship to the conceptual areas.

PARENT-COMMUNITY PARTICIPATION

One of the objectives of the Pre-School Program was to involve parents and community representatives. It was felt that these people could provide suggestions for improvement in the project.

PARENTS -

The project staff attempted to inform and involve the parents by 1)conducting three group meetings, 2)scheduling three parent-teacher conferences, 3)having the project teachers make one home visit and 4)sending a project newsletter.

The group meetings were held to provide information about various facets of the program. The meeting also provided the parents with an opportunity to ask questions about the program.

The parent-teacher conferences made it possible for project staff members to meet with parents on an individual basis. The purpose of these meetings was to inform the parents of individual progress and special needs. All conferences were scheduled for twenty minutes.

Project teachers made visits to the homes of all children during the screening process. One purpose of these visits was to familiarize the teachers with the general cultural environment. The teachers made several additional home visits on a need basis.

The project newsletters (Pre-School Report) were prepared by the administrative staff and sent to all families. The purpose was to provide the parents with general project information and with specific details on selected topics. The newsletter was prepared on four evenly spaced occasions during the year. A copy of one of the newsletters is presented in Appendix D.

COMMUNITY ADVISORY COUNCIL -

The Community Advisory Council was instrumental in providing advice for the administration of the Pre-School Program. The council was composed of twenty-three individuals who represented a cross-section of the local community: ten parents, four students, a member of the Model Cities Education Committee, the superintendent of the local parochial schools, one project teacher, one public school elementary teacher, an educational diagnostician, two public school administrators, one social agency representative and one college professor. The council met on the second Wednesday of each month during the school year. The meetings were scheduled to begin at 4:00 p.m. and end at 5:00 p.m.. The project director prepared an agenda for each meeting. A copy of a meeting agenda is found in Appendix E. This illustrates the types of topics that were discussed at the council meetings.

BUDGET

The Pre-School Project was funded under Title III, ESEA for $87,700. The actual expenditures during the 1972-73 school year were $79,000.

The major project costs were in the area of salaries and student busing.

These expenditures included: $57,681 for professional salaries and benefits, $10,243 for aides, and $4,617 for daily bus service.

Virtually all of the project costs were continuation and operational costs. The one-time expenditures would include some equipment and some curriculum development workshops. It was estimated that $75,000 was spent on continuation activities and $4,000 on the one-time activities.

A per pupil cost was obtained by dividing this expenditure amount by the average number (82) of pupils registered in the program. This cost was $963 per pupil. It should be noted that the total expenditure in this ratio was the actual amount of Title III funding. No administrative, supervisory, custodial, or other indirect costs were included in the calculations.

CHOOSING PARTICIPANTS

Participants in the Pre-School Program were slected on the basis of their scores on the Hunton Pre-School Test and the Test of Basic Experiences (TOBE). Four hundred children in the target area were included in the screening process.

The project staff made several regulations and established some criteria with respect to the selection process. First, two rules were made to exclude two possible categories of children. These were:

1) Any child, who was simultaneously enrolled in another pre-school

program, was not considered as eligible for selection

2) Any child who was classified as retarded was considered ineligible. A retarded child was defined as one whose IQ score on the Stanford Binet was 70 or less.

The actual screening process was composed of two major phases: (a)initial screening and (b)final screening.

All 400 children in the target area were tested in the initial screening phase. The project staff members tested these children with the locally developed Hunton Pre-School Test. This testing was done in the home of the individual child.

The children were divided into three age groups (young, medium, old). The young group included all children whose ages at the time of testing ranged from 3 years, 11 months to 4 years, 2 months. The medium group ages ranged from 4 years, 3 months to 4 years, 6 months and the old group ranged from 4 years, 7 months to 4 years, 10 months. Percentile norms were developed separately for each age group.

About forty children were selected as program participants on the basis of initial phase testing. These children were those who scored at or below the twentieth percentile on the appropriate local age norms.

Second phase screening was conducted for all children who scored between the twentieth and seventieth percentiles on the Hunton Pre-School Test.

This testing was done in the neighborhood schools by the project staff members. This testing was done with the TOBE Level K, General Concepts Test.

The second phase selection of project participants was made after this testing. Selection was based on a composite test score calculated from the respective scores on the Hunton Pre-School Test and the TOBE. In this process, the raw score on each of these tests were changed to standard scores. The standard score distributions had means of 500 and standard deviations (in each of the three areas and in both of the two tests) of 100. The composite score of distribution had a mean of 1000 and a standard deviation of 14.

The remaining fifty project participants were selected after this second phase screening. Those children with the lowest composite scores were selected. The selection of participants continued until the limit of 90 children was reached.

A control group was selected on the basis of similar criteria. There was no limit on the number of individuals in the control group. All children who satisfied the criteria, and were willing to be tested, were included in the control group. Children in the control group were those in the Hawthorne and Horace Mann School attendance areas who: 1)scored at or below the twentieth percentile on the Hunton Pre-School Test or 2)had a composite score on the two tests that was less than or equal to the composite score of the last child selected as a project participant.

DESCRIBING PARTICIPANTS

Participants for the Pre-School Program were chosen from the four year old population in Fargo. Children were eligible for selection if their birthdates were between September 16, 1967 and September 15, 1968.

A limit of 90 children was established because of the limitations of funding and facilities. This made it possible to have six half-day sections with fifteen students in each. There was some attrition in the program. Sixteen children dropped from the program at various times during the year. All of these children dropped because their families moved to a new location. Eight children were added so there were still 82 children participating at the end of the year. The statistical analyses were performed on those 74 children who participated throughout the entire year.

Even though attendance was voluntary, it was generally very good in the project classrooms. A standard of attendance at two-thirds of the classes was required to have a student included in the statistical tests. Only one student was not included because of this attendance factor.

Twenty-nine children were selected in the fall for the control group. Twenty-eight were still included in the spring post-testing.

Although sex was not a factor in selection, the final count of students showed more boys than girls in the program. At the end of the year, there were 51 boys and thirty-one girls. The control group had an even greater

sex imbalance with 23 boys and five girls.

A geographic factor was also involved in selection. Children were eligible for the program only if they lived in sections of Fargo that had previously been designated as Title I areas. These areas comprise about half of the city and contain six of the 13 elementary schools. The control group participants were selected from the areas of the city which most nearly approximated the socio-economic make-up of the project target area.

A demographic survey was taken to obtain some information about the families in this area. The results of this survey are given in Table 5 in Appendix F. The purpose of the survey was to get information about parents, size of families, occupation of parents, and mobility of families. On the basis of the data from this survey, a composite child was described as follows: He is living with his natural father and natural mother. He is the oldest of two or three children in the family. The family has lived in Fargo for at least six years and at their present location for at least two years. The father is employed in some type of professional or managerial occupation. The father does not moonlight and the mother does not work at all.

MEASURING CHANGES

ACADEMIC PROGRESS -

The Hunton Pre-School Test and the Stanford Binet Intelligence Test

were used to measure changes in the individual students. These tests were administered on a pre-post basis to all children in the treatment and control groups. All tests were administered individually by either a classroom teacher, a member of the project staff, or a district school psychologist.

The pre-test on the Hunton Pre-School Test was given in the summer, 1972, by project staff members. This test was given to all children in the target area and was used as the initial phase screening instrument. The post-testing was done in May, 1973. This was done by a team of three paraprofessionals.

The Hunton pre-tests was given in the individual home; the post-test was given in the school. The approximate length of testing time was twenty minutes per child.

The Stanford Binet Tests (pre and post) were administered by the project coordinator and the visiting counselor. Both (pre and post) were given in the school building to the project participants. The pre-tests were given in November and the post-tests in May.

The articulation tests were given individually by the speech pathologist. These were administered on a pre- and post- basis to all project participants. They were given in the office of the speech pathologist. The child's score was the total number of correct responses on the Goldman-Fristoe Test of Articulation.

The Hunton pre- and post-tests were administered to the control group participants in the individual homes. Pre-tests were administered by project staff during the initial screening phase. Post-tests were administered by the project coordinator.

The Stanford Binet Tests (pre and post) were administered to the control group participants by the project coordinator. Testing in December and June was done in the individual homes.

A strong effort was made to insure uniformity of testing conditions and testing techniques. A workshop was held before the testing period for this purpose. During the testing phase, the project evaluator monitored several testing sessions in an attempt to maintain this uniformity.

ATTITUDE CHANGE -

The attitudes of parents and council members toward the project were assessed on a pre- and post- basis. The instrument, the Fargo Pre-School Attitude Survey, was previously developed by the project staff and was based on Osgood's Semantic Differential.

The pre-survey was conducted at the parent and council meetings. - Follow-ups were made to improve the response rate. If only one parent was in attendance at the meetings, a second form was given to him for the absent spouse. A follow-up of absent families or committee members was made by using the meeting attendance sign-up. No names were required on the instrument to insure frank responses.

The parental post-survey was conducted by mail. Survey forms and return envelopes were mailed to each parent. The anonymity of the responses made it impossible to conduct any type of follow-up.

The council post-survey was conducted at the June meeting. The poor attendance at this meeting necessitated a large follow-up by mail.

PRESENTING DATA

A great amount of data was collected by the project staff. These data were summarized and tabulated by the project evaluator. Some of the most pertinent group statistics are presented in the Tables in this report. A complete list of these statistics and the distributions of raw scores may be examined in the Fargo School offices.

Various descriptive statistics were calculated for all sets of data. Usually, the mean and median were calculated to indicate central tendency. Mean gains were often calculated to show change from beginning of the program to the end. The range and standard deviations were calculated to measure dispersion.

ANALYZING DATA

Significance tests were used to compare differences in group means. The treatment group was compared to the control group by analysis of variance. Analysis of covariance was used whenever the groups were initially

unequal. Analysis of variance was also used to compare concept mean scores on the attitude survey. Whenever the F-statistic was significant in these analyses, Fisher's Multiple Range Test was used to make all possible pair-wise comparisons of mean.

The T-test was used to compare the treatment group's performance on pre-tests with their performance on post-tests with respect to several tests. The T-test was also used to compare pre- and post-results on the various concepts of the attitude survey.

OBJECTIVES

The basic goal of the Pre-School Program was to promote individual academic achievement by making early identification of potential learning handicaps and proceding to intervene at this pre-kindergarten level.

For purposes of evaluation several objectives were stated. An examination was made of these project objectives to see if they were met during the 1972-73 school year. Below, each objective is stated and numbered. A brief narrative is given to indicate the performance of the program with respect to that objective.

1. THE PROJECT DIRECTOR WILL MEET WITH AND DISSEMINATE TO THE COMMUNITY ADVISORY COMMITTEE, ON A MONTHLY BASIS, THE PROGRESS OF THE PROJECT STAFF IN ATTAINING THE OBJECTIVES STATED IN THE PROJECT PROPOSAL.

The project director, coordinator, and evaluator did meet with the Community Advisory Council on a monthly basis. There were eight Council meetings between November, 1972, and June, 1973. A record of these meetings is presented in Table 1 in Appendix F.

All of the various phases of the pre-school project were discussed and reviewed at these sessions. An agenda of a typical meeting is presented in Appendix E to illustrate the type of topics that were discussed.

2. AT LEAST SEVENTY PERCENT OF ALL COMMUNITY ADVISORY COUNCIL MEMBERS WILL BE IN ATTENDANCE AT SCHEDULED COMMUNITY ADVISORY COUNCIL MEETINGS.

The attendance objective was attained at only one meeting (December 13). At an early meeting, the council decided to hold the meetings at 4:00 p.m. instead of the previous 7:00 p.m. hour. It was felt that the shift to afternoon meetings would bolster attendance. Attendance was somewhat consistent through the first six meetings but it did not again meet the 70% objective. The attendance at the last two meetings did experience a significant drop. These attendance data are contained in Table 1 in Appendix F.

3. THE PROJECT EVALUATOR WILL CONDUCT PRE- AND POST-ASSESSMENTS OF ATTITUDES OF COMMUNITY ADVISORY COUNCIL MEMBERS. THIS WILL BE DOCUMENTED BY THE STATISTICAL TABLES SHOWING THE RESULTS OF THESE SURVEYS AND FILED WITH THE PROJECT DIRECTOR.

The attitude survey was conducted on a pre- and post-basis. The pre-survey was done in November, 1972 and the post-survey in June, 1973. Data from these surveys are given in Table 7 in Appendix F.

A second survey was made to assess the involvement of parents with their children, and the relationship of this involvement to school achievement. This survey was conducted by a graduate student from North Dakota State University. He devised an instrument to measure parental involvement. He visited each parent to get the necessary responses. Correlation analyses were made to see if any relationships existed between the survey involvement scores and the children's achievement gains as measured by pre- and post-tests. The data of this survey indicated that there were no significant relationships between child achievement and parent involvement.

4. THE DEGREE OF POSITIVENESS OF ATTITUDES OF THE COMMUNITY ADVISORY COUNCIL MEMBERS WILL BE MAINTAINED OR INCREASED FROM PRE- TO POST-ASSESSING, AS MEASURED BY A STATISTICAL TEST OF MEAN DIFFERENCES AT THE .05 LEVEL OF SIGNIFICANCE.

No attitude changes were detected in comparing post-survey results to the pre-survey results. Attitudes, in both surveys, were very positive toward the project and each of the individual phases that comprise the project. These concept means and statistical tests are presented in Table 7 in Appendix F.

5. THE PROJECT COORDINATOR WILL MEET THREE DIFFERENT TIMES WITH THE PARENTS OF PROGRAM PARTICIPANTS AND DISCUSS THE EDUCATIONAL OBJECTIVES AND PROJECT ACCOMPLISHMENTS OF STUDENTS ENROLLED IN THE PROJECT.

The coordinator met with the parents of the project participants on three occasions (September 18, 1972; October 11, 1972; April 10, 1973). Records of these meetings are given in Table 2 in Appendix F.

6. AT LEAST SIXTY-FIVE PERCENT OF THE PARENTS OF PROJECT PARTICIPANTS WILL ATTEND THE PARENT NIGHT PROGRAMS HELD TO DISCUSS THE PROJECT DIRECTIONS, OBJECTIVES, AND STUDENT ACCOMPLISHMENTS.

The sixty-five percent objective was attained at only the September meeting. The average attendance was 45%. These attendance records are found in Table 2 in Appendix F.

7. THE PROJECT EVALUATOR WILL CONDUCT PRE- AND POST-ASSESSMENTS OF ATTITUDES OF PARENTS OF PROJECT PARTICIPANTS. THIS WILL BE DOCUMENTED BY THE STATISTICAL TABLES SHOWING THE RESULTS OF THESE SURVEYS AND FILED WITH THE PROJECT DIRECTOR.

The attitude survey was conducted on a pre- and post-basis. The percentage of returns of survey forms was relatively high on the pre-survey, but very low on the post-survey. Data from the attitude survey are presented in Table 6 in Appendix F.

8. THE DEGREE OF POSITIVENESS OF THE ATTITUDES OF THE PARENTS WILL BE MAINTAINED OR INCREASED FROM PRE- TO POST-ASSESSING, AS MEASURED BY A STATISTICAL TEST OF MEAN DIFFERENCES AT THE .05 LEVEL OF SIGNIFICANCE.

There were no significant changes in parental attitudes toward any concept of the project. Attitudes were very positive in both surveys. This highly positive response on the pre-survey is the reason that the project staff considered it a success if these levels were maintained. Survey and test data are presented in Table 6 in Appendix F.

9. THE PROJECT STAFF WILL MEET THREE DIFFERENT TIMES WITH THE PARENTS OF PROGRAM PARTICIPANTS ON AN INDIVIDUAL BASIS TO DISCUSS THE EDUCATIONAL OBJECTIVES FOR THEIR CHILD AS WELL AS HIS ACCOMPLISHMENTS.

The project teachers met with the parents on an individual basis on three separate occasions during the year. A record of these meetings is found in Table 2 in Appendix F.

10. AT LEAST 95% OF THE PARENTS OF PROJECT PARTICIPANTS WILL ATTEND EACH OF THE THREE INDIVIDUALLY SCHEDULED PARENT-TEACHER CONFERENCES.

The 95% attendance standard was met during the first parent-teacher conferences. It was also achieved during the third conference, although

data for this meeting are incomplete. Records of these meetings are found in Table 2 in Appendix F.

11. AT LEAST SEVENTY-FIVE PERCENT OF THE MEMBERS OF THE COMMUNITY ADVISORY COUNCIL WILL REACT FAVORABLY TO THE FUNCTION OF AND NEED FOR THE COMMUNITY ADVISORY COUNCIL ON A SURVEY QUESTIONNAIRE.

The formal survey of members of the Council was not taken. However, two of the objectives for the third project year are the construction of a questionnaire and the subsequent survey with this instrument.

12 AT LEAST SEVENTY-FIVE PERCENT OF THE PARENTS OF PROJECT PARTICIPANTS WILL REACT FAVORABLY TO A QUESTIONNAIRE ON THE VALUE OF THE PROJECT FOR THEIR CHILDREN.

This specific survey was not taken. Again, the objectives for the third year include the construction of a questionnaire and the survey of the parents.

In this second project year, the staff members did examine the results of the attitude survey of parents. Parental responses were very high on all parts of the questionnaire and especially high on the concept "preschool education". Project staff members view these positive responses as some indication of favorable attitude toward the value of the project.

13. IN ORDER TO PROVIDE AN ADEQUATE UNDERSTANDING OF THE PROJECT OPERATION, PROJECT LINE AND STAFF, IDENTIFICATION AND SEQUENCING OF SKILLS, BEHAVIORAL OBJECTIVE WRITING, DIAGNOSTIC TEST WRITING, SELECTING LEARNING ACTIVITIES, SELECTING PROJECT MATERIALS, AND DEVELOPING INDIVIDUALIZED LEARNING PACKAGES, A ONE DAY WORKSHOP WILL BE HELD FOR THE PROJECT TEACHERS AND SPEECH THERAPIST. AT THE CONCLUSION OF THIS WORKSHOP, ALL FOUR INDIVIDUALS WILL ATTAIN A SCORE OF EIGHTY PERCENT OR BETTER ON AN INSTRUMENT DESIGNED TO MEASURE THE CONTENT OF THE WORKSHOP.

The project coordinator conducted the workshop described above for the project teachers and the speech pathologist. The coordinator developed an objective test on the content of the workshop and administered it to the participants at the conclusion of the sessions.

The project evaluator examined the test instrument and the scoring procedures. He found that all participants did attain the required score on the first administration of the test. A copy of this test instrument is presented in Apperdix G.

14. FOLLOWING A ONE DAY INSERVICE WORKSHOP ON THE UTILIZATION OF PROJECT SCREENING DEVICES, THE PROJECT TEACHERS WILL BE ABLE TO ADMINISTER THE SCREENING DEVICES WITH 98 PERCENT ACCURACY IN A SIMULATED EXAMINATION BY THE PROJECT COORDINATOR.

The project coordinator held the workshop for all staff members who were involved in the screening process. Administration and scoring techniques were emphasized during the workshop.

No objective test was given. However, the project coordinator did observe all participants in simulated situations. Mastery of all testing processes was evaluated on a subjective basis by the coordinator.

15. THE WEEKLY INSERVICE TRAINING SESSION WILL EMPHASIZE THE DEVELOPMENT AND REFINEMENT OF THE USE OF CURRICULUM MATERIALS AND THE LEARNING PACKAGES AS REVEALED BY EXAMINATION OF THE COORDINATOR'S LOG.

The Wednesday morning sessions were held throughout the school year for the purposes of curriculum development, refinement of learning packages, and general in-service training. A partial list of these meetings is given in the coordinator's log. This log may be examined in the Fargo School offices.

An examination of the materials and packages will also indicate the amount of work that was done at these Wednesday sessions. These, also, may be seen at the Fargo School offices.

16. IN ORDER TO NARROW THE NUMBER OF PROJECT PARTICIPANTS, THE PROJECT COORDINATOR AND COMPONENT STAFF WILL ADMINISTER AN INITIAL SCREENING DEVICE WHICH WILL PROVIDE A SCORE ON THE

EXTENT OF LEARNING DISABILITY.

The project staff gave the Hunton Pre-School Test to all four year old children as the first step in the screening process. This test was locally constructed and is a type of readiness or achievement test.

Performance on this test was the basis for selecting some participants, recommending some children for second phase testing, and dropping some children from possible consideration as project participants.

17. IN ORDER TO MAKE A FINAL SELECTION OF THE NINETY PROGRAM PARTICIPANTS, THE PROJECT COORDINATOR AND PROJECT TEACHERS WILL ADMINISTER A SECOND SCREENING DEVICE WHICH WILL DELINEATE THE NINETY PROGRAM PARTICIPANTS.

The project staff members administered the TOBE to a designated group of four year olds. This testing was the second phase of the screening process. The remainder of the ninety program participants were selected on the basis of scores on the TOBE and the previously taken Hunton Pre-School Test.

18. IN ORDER TO PROVIDE TARGET SCHOOL CHILDREN'S PROFICIENCY IN THE SKILL AREAS OF LANGUAGE ARTS, MATHEMATICS, SOCIAL EXPERIENCE, SCIENCE, HEALTH AND MOTOR FACILITY, THE PROJECT TEACHERS WILL PROVIDE CLASSROOM INSTRUCTION IN THE SKILL AREAS FOR THIRTY-FIVE WEEKS.

The project teachers provided classroom instruction in all of the above areas for a total of thirty-five weeks. However, four of these weeks were partial school weeks because of the regular holiday vacations. Instruction began on September 21, 1972, and ended on May 25, 1973.

19. IN ORDER TO DETERMINE THE SPEECH DEFICIENCY OF EACH PROJECT PARTICIPANT, A SPEECH TEST WILL BE ADMINISTERED TO EACH CHILD AND A RATING OF SPEECH DEFICIENCY WILL BE RECORDED.

An articulation test (Goldman-Fristoe) was administered to all project participants by the speech pathologist. Testing was done on a pre- and post-basis. Speech therapy was prescribed for several children after the pre-tests.

Statistical group results are presented in Table 3 in Appendix F.

20. IN ORDER TO DETERMINE THE EDUCATIONAL LEVEL OF EACH PARTICIPANT, A PRE-ACHIEVEMENT TEST BATTERY WILL BE ADMINISTERED TO DETERMINE THE ACHIEVEMENT LEVEL FOR EACH CHILD.

A pre-test battery was administered to each project participant in the fall, 1972. The tests included: 1)Hunton Pre-School Test, 2)Test of Basic Experiences, 3)Stanford Binet Intelligence Test, 4)Articulation Test, 5)Hunton Math Test and 6)Hunton Language Test.

Group means are presented in Table 3 in Appendix F.

21. IN ORDER TO DETERMINE THE GROWTH OF EDUCATIONAL LEVEL AND SPEECH SKILLS OF EACH CHILD, A POST-ACHIEVEMENT TEST BATTERY WILL BE ADMINISTERED TO DETERMINE THE ACHIEVEMENT LEVEL FOR EACH CHILD.

A post-test battery was administered to each project participant in the spring, 1973. The battery included the same six tests that were given in the fall testing.

Statistical data for the pre- and post-testing are given in Tables 3 and 4 in Appendix F.

22. IN ORDER TO ASSURE THAT STUDENTS HAVE GRASPED LEARNING SKILLS AS TAUGHT IN CLASS, DIAGNOSTIC TESTS WILL BE ADMINISTERED TO EACH PARTICIPANT AFTER EACH MAJOR SKILL AND A DIAGNOSTIC TEST SCORE IN COMPLIANCE WITH THE LEARNING PACKAGE WILL BE EXPECTED OF EACH CHILD BEFORE HE GOES ON TO A SUBSEQUENT LEARNING ACTIVITY.

Diagnostic, mastery tests were available for each skill in the various subject areas. The project teachers made sure that each child mastered a skill before the child was introduced to a skill which was cumulative and dependent on the first skill. The teachers were allowed to use professional judgment to assess mastery in some obvious cases. In cases where doubt existed, they administered the diagnostic test described above.

23. IN ORDER TO ASSURE THAT PROJECT STUDENTS ARE NOT ALLOWED TO FAIL IN BASIC SKILL INSTRUCTION, EACH CHILD WHO FAILS TO ATTAIN A PROFICIENCY SCORE AS STATED IN THE LEARNING PACKAGE ON A DIAGNOSTIC TEST WILL BE PROVIDED WITH A SUPPLEMENTARY SET OF LEARNING ACTIVITIES TO ASSURE MASTERY OF THE BASIC SKILL UNDER STUDY.

Supplementary learning activities were available for use with students who indicated deficiency on a skill. If a student failed a diagnostic test, he was recycled into activities related to that particular skill.

24. IN ORDER TO DETERMINE THE SUCCESS OF THE INSTRUCTION COMPONENT DURING THE SECOND YEAR OF THE PROJECT, FIFTY PERCENT OR MORE STUDENTS WILL ATTAIN SCORES EQUAL TO OR GREATER THAN THE MEAN SCORE OF CHILDREN NOT ENROLLED IN THE PROJECT ON A KINDERGARTEN READINESS INVENTORY.

This test will be given in the fall, 1973. Comparisons will be made between the performances of the pre-school students and the entire group of Fargo kindergarten students.

Similar tests were made in the fall, 1972 that would reflect on the success of the instruction component during the first project year. In this testing the mean of the remaining 74 former pre-school students was 56.18. The mean of all other Fargo kindergarten students was 56.95.

A total of 41 (55.4%) of the former project students scored higher than this Fargo city mean.

25. IN ORDER TO DETERMINE THE SUCCESS OF THE INSTRUCTION COMPONENT DURING THE SECOND YEAR OF THE PROJECT, A STATISTICAL ANALYSIS WILL BE DONE TO COMPARE THE PROJECT PARTICIPANTS TO THE CONTROL GROUP. THE PROJECT PARTICIPANTS WILL SCORE SIGNIFICANTLY HIGHER ON ALL POST-TEST ASSESSMENTS.

Statistical tests of mean differences were calculated to compare the project participants to the control group participants. Children were compared with respect to their performances on 1)the Hunton Pre-School Test and 2)the Stanford Binet Intelligence Test.

Analysis of covariance was used to compare group means. On the Hunton Pre-School, the mean of the project participants raised from 30.91 on the pre-test to 54.80 on the post-test (Table 3). The mean of the control participants moved from 32.71 to 49.54. The F-statistic of 18.55 was significant at the .01 level.

The mean of the project participants (101.18) on the Stanford Binet Intelligence pre-test was identical to the mean of the control group participants (101.18). The post-test mean of the project students rose to 109.72, while the post-test mean of the control students went to 102.14. Again, the F-statistic of 20.54 was significant at the .01 level.

Both of these tests of mean differences indicated that the gains made by the project participants were significantly greater than those gains made by the control group children. Since there seemed to be no extraneous variables confounded in this experimental design, it was concluded that these mean differences were due to the effects of the pre-school program.

26. AT THE COMPLETION OF THE THREE WEEK CURRICULUM DEVELOPMENT WORKSHOP, THE PROJECT COORDINATOR AND PROJECT STAFF WILL HAVE DEVELOPED SKILL SEQUENCES, BEHAVIORAL OBJECTIVES, LEARNING ACTIVITIES, PERFORMANCE CRITERIA, AND DIAGNOSTIC TESTS FOR THE TOTAL PROJECT IN THE AREAS OF HEALTH AND SOCIAL EXPERIENCE.

The curriculum workshop was held in June, 1973. The project coordinator and project staff developed skill sequences, behavioral objectives, learning activities, performance criteria, and diagnostic tests in the areas of health and social experience. Learning packages were written in these subject areas and are currently being duplicated for use in the third project year.

REPORTED FINDINGS

The analysis of data collected during the second project year pointed to a very high degree of success for the pre-school program. The students in the program showed significantly greater academic gains than the children in the control group. The project staff felt that this is certainly

the single most important objective. Success with respect to childrens' progress is the ultimate goal of this project.

Although the project was limited geographically to the Title I areas of Fargo, it seems reasonable that these conclusions could be generalized to other areas. The project staff members are very confident that similar results would be obtained in any section of Fargo. They also speculate that these same positive results would be obtained from operating this pre-school program in virtually any geographic setting.

The analysis of the attitudinal data would also indicate a high degree of success for the pre-school program. Parents and committee members expressed a positive reaction toward the program and the staff in the November and May assessments. The project staff members viewed the maintainance of these positive attitudes as an indication of satisfaction with the project.

It also seemed that the project staff achieved the several process objectives stated earlier. The staff organized an Advisory Committee and held periodic meetings with this group. The parents' night meetings were held as scheduled. However, the attendance at both types of meetings were generally below the suggested 65-70%. The staff is now studying methods of improving this for the next funding year.

The staff did conduct the curriculum workshop as scheduled. They

developed the educational learning packages as planned.

In conclusion, the 1972-73 year should be considered a very successful year. Most objectives set forth at the beginning of the year were met or approached to an extent that was consistent with the project timetable.

APPENDIX A

DAY _____ DATE _____ TEACHER _____

TIME	SUBJECT	PLANNED ACTIVITIES & MATERIALS	LOG OF ACTIVITIES
9:00 - 9:10	Arrival Time		
1:00 - 1:10			
9:10 - 9:30	Language Development		
1:10 - 1:30			
9:30 -10:00	Student Selected Activities and Individualized Instruction		
1:30 - 2:00			
10:00 -10:30	Bathroom, Snack & Rest		
2:00 - 2:30			
10:30 -10:50	Fine Motor Skills		
2:30 - 2:50			
10:50 -11:10	Music, Art or Gross Motor Development		
2:50 - 3:10			
11:10-11:20	Stories or Creative Drama		
3:10 - 3:20			
11:20 -11:25	Preparation for Dismissal		
3:20 - 3:25			

APPENDIX B

SENSORY MOTOR SKILLS

1. The ability to roll one's body in a controlled manner. (SM 51-005.00)
2. The ability to crawl on hands and knees in a smooth and coordinated way. (SM 51-010.00)
3. The ability to locate body parts on others. (SM 51-020.00)
4. The ability to locate parts of one's own body. (SM 51-025.00)
5. The ability to walk a straight line. (SM 51-030.00)
6. The ability to stand and walk on tip toes. (SM 51-035.00)
7. The ability to walk backwards. (SM 51-040.00)
8. The ability to run a track without stopping. (SM 51-045.00)
9. The ability to alternate feet going up and down stairs. (SM 51-050.00)
10. The ability to hop. (SM 51-055.00)
11. The ability to stand on one foot. (SM 51-060.00)
12. The ability to hop on one foot. (SM 51-065.00)
13. The ability to jump simple obstacles without falling. (SM 51-070.00)
14. The ability to maintain body balance on a balance beam. (SM 51-075.00)
15. The ability to use one's large muscles to perform strength exercises. (SM 51-080.00)
16. The ability to imitate body positions in space. (SM 51-085.00)
17. The ability to move through an obstacle course without stopping. (SM 51-090.00)
18. The ability to balance an object. (SM 51-095.00)
19. The ability to gallop. (SM 51-100.00)
20. The ability to throw a ball with chest pass. (SM 51-105.00)
21. The ability to throw a ball underhand. (SM 51-110.00)
22. The ability to kick an object. (SM 51-115.00)
23. The ability to catch a ball. (SM 51-120.00)

24. The ability to cross the midline. (SM 51-125.00 and SM 51-130.00)

25. The ability to know directional orientation such as: right from left, up from down, forward from backward. (SM 51-135.00)

26. The ability to move one's body in time to music. (SM 51-145.00)

27. The ability to trace. (SM 51-150.00)

28. The ability to cut. (SM 51-155.00)

29. The ability to button, lace, zip, snap and buckle. (SM 51-160.00)

30. The ability to perceive form and reproduce it. (SM 51-165.00)

31. The ability to reproduce form based on prior visual experience. (SM 51-170.00 and SM 51-175.00)

32. The ability to skip. (SM 51-180.00)

LEARNING PACKAGE NUMBER: SM 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Motor Skills
Ability to roll

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to roll one's body in a controlled manner, the child will roll his body across the floor without assistance in all trials.

SAMPLE TEST ITEMS: The teacher says, "Roll across the floor." The child rolls across the floor.

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Imaginary game of rolling down the hill, being a rolling pin or a log.

2. Roll up in a rug or a towel.

3. Refer to Cratty's Developmental Sequences of Perceptual Motor Tasks - Section on Agility - page 48.

4. Refer to Frostig's Move-Grow-Learn - Section on Agility - No. 15 Log-Ball-Log Activity.

5. POST TEST SM 51-005.03

POST TEST: SM 51-005.33 Ability to Roll

MATERIALS:

Tumbling mat (5x10)

TESTING TECHNIQUE:

The examiner may test seven students at one time. He gives a demonstration using one child. The child lies down on the mat and extends both legs, extends the arms, and holds both hands above the head. The examiner instructs the child to "roll like a log across the mat."

SCORING:

The child passes if he satisfies all three conditions below:

1. Makes at least five complete rolls.
2. Remains on the mat.
3. Does not stop to make any correction in body position before completing five rolls.

SCIENCE SKILLS

The Process Skills:

1. Observing and discriminating objects based on a single property. (SC 51-005.00)
2. Observing and discriminating objects based on more than one property. (SC 51-010.00)
3. The ability to classify objects. (SC 51-015.00)
4. The ability to predict (developing hypotheses). (SC 51-020.00)
5. The ability to infer logical conclusions based on observation. (SC 51-025.00)

Knowledge of Factual Information:

6. Basic needs of man. (SC 51-030.00)
7. Animal habitats. (SC 51-035.00)
8. Basic needs of animals. (SC 51-040.00)
9. Animal movement. (SC 51-045.00)
10. Plant needs. (SC 51-050.00)
11. Weather instruments. (SC 51-060.00)
12. Forms of precipitation (rain, snow). (SC 51-065.00, SC 51-070.00)
13. Measurement instruments. (SC 51-[illegible])

LEARNING PACKAGE NUMBER: SC 51-005.00

GENERAL CONTENT DESCRIPTION: Pre-School Science
Observing and discriminating objects based on a single property.

PREREQUISITES: None

BEHAVIORAL OBJECTIVES: To demonstrate the ability to discriminate shape, sound, size and color, the child will successfully complete each of the post test items.

SAMPLE TEST ITEMS: Show the child various colored cards (including red) and say, "Show me the red card."

PRETEST: Same as POST TEST

INSTRUCTIONAL EXPERIENCES:

1. Refer to those Learning Packages, beginning with SC 51-010.00, designed to utilize and teach these skills while teaching factual material.

2. POST TEST SC 51-005.03

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POST TEST: SC 51-005.03 Observing and Discriminating [illegible]
Based on a Single Property

Subtest 1:

MATERIALS:

Tape cassette and tape player.

TESTING TECHNIQUE:

Only one student may be tested at a time. [illegible] the record in some area where other students [illegible] the examiner directs the student to, "Tell me if [illegible] the 'same' or 'not the same'. Listen carefully [illegible] cannot be repeated." The examiner uses the first [illegible] (bell, knock) as a sample. The other pairs are [illegible]; (2) clap, tambourine; (3) siren, car horn; (4) [illegible] ring.

SCORING:

The child must answer correctly three of [illegible] pairs.

Subtest 2:

MATERIALS:

Four picture cards: diamond, triangle, [illegible]

Eight picture cards: circle, square, [illegible] cylinder, rectangle, heart, [illegible]

TESTING TECHNIQUE:

Only one child may be tested at a time. [illegible] the child can be seated at the table. The examiner [illegible] picture cards on the table in front of the child. The examiner shows card #1 to the child and says, "Point to [illegible] on the table that looks just like this." Repeat for cards #2, #3, and #4.

SCORING:

The child must answer all four correctly [illegible]

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Subtest 3:

MATERIALS:

Four picture cards - (two are the same size, [illegible] the fourth is smaller).

TESTING TECHNIQUE:

Only one child may be tested at a time. The [illegible] child may be seated at a table. The examiner places the [illegible] table in front of the child. He points to one of [illegible] and says, "Point to the one that is the same size [illegible]."

SCORING:

The child must answer correctly to pass.

Subtest 4:

MATERIALS:

Six colored cards (red, blue, yellow, green, [illegible]

TESTING TECHNIQUE:

Only one child may be tested at a time. The [illegible] and the child are seated at a table. The examiner places all colored cards on the table and says, "Show me the red card." Repeat for the other five colors.

SCORING:

The child passes if he correctly identifies all six colors.

OVERALL SCORING:

The child passes the discrimination test if he passes all four subtests.

APPENDIX C

EXAMPLES OF INSTRUCTIONAL EQUIPMENT AND MATERIALS

The Pre-School Program focused on certain conceptual areas, and it was for these areas that the instructional materials were purchased or developed. The conceptual areas are listed below, and a partial list of materials follows with indications of how the materials fit the delineated areas:

Associative Language - AL
Sensory Motor - SM
Sensory - SENS
Self - SELF
Social - SOC
Math - MATH

	AL	SM	SENS	SELF	SOC	MATH
Sand Box		*		*	*	
Field Trips	*				*	
Tempera Paint		*		*		
Basic Vocabulary	*					
Pre-School Readiness	*					
Tutorgram Teaching Unit	*	*				*
Wooden Play Stove, Chest, Cupboard, etc.		*		*	*	
Wooden Puzzles		*				
Records and Books	*		*			
Sensory Motor Training in the Classroom		*				
Peabody Language Kit	*	*	*	*	*	*
Raggedy Ann Doll				*	*	
SRA Fine Motor Skills Workbook		*				
Language Master	*		*			
Auditory Training Aid		*				
Drums		*				
Jingle Clogs		*				
Rhythm Sticks		*				

	AL	SM	SENS	SELF	SOC	MATH
Small Cars and Trucks		*			*	
Flannel Boards and Animals	*	*				
Beads and Laces		*				
Stereo Viewers	*					
Measuring Cups		*				*
Giant Thermometer						*
Magnifying Glass		*				
Pail and Spade		*		*	*	
Clay		*		*		
Finger Paint		*		*		
Tupperware Balls		*				
Cuisenaire Rods		*				*
Judy Clocks					*	*
Lincoln Logs		*		*	*	
Construction Toys		*		*	*	
Colour Paddles and Cubes			*			
Same or Different Cards			*			
Motor Expressive Language	*	*	*			
Film Strips and Projector	*		*	*	*	*
EFI Card Reader	*		*			

APPENDIX D

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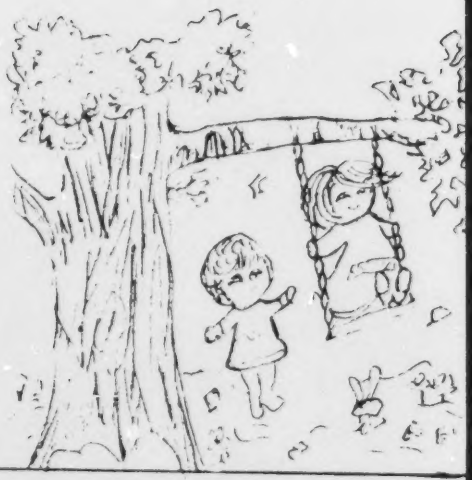
PRE SCHOOL REPORTS



NO. 1

October - 1972

This program report is the first in a series of reports which you as parents of preschool children will be receiving this year. Although a number of opportunities exist during the year for project staff members to discuss the program with you as parents, it seems as though we never have sufficient time to discuss the progress of the program, its objectives and the specific concerns which you as parents may have. It is my hope, as project director, that the "Preschool Reports" will provide an additional method of meeting our communication needs.

"Preschool Reports" will be issued during the months of December, February, April and June. I personally encourage you as parents to participate in making these reports worthwhile by directing to my attention through letters, notes, or telephone calls, questions which you may have that relate to any aspect of this program.

Transportation

This is the first year that free busing service has been available for children attending the preschool program. As many parents are aware, there have been a number of minor problems related to scheduling this transportation system. In order to improve this service, paraprofessional aides have been assigned one per bus to assist children when entering and departing from the buses. There still are some inconsistencies in the schedule that need to be corrected.

In the Madison area, maintaining scheduled stops have been difficult because many streets are under reconstruction. The likelihood of this condition persisting for several months results in a decision to pick up children at fewer stops in the Madison area. This appears to be the only immediate solution to the problem of inconsistent scheduling in the Madison area.

A question has been posed as to why the school buses do not use flashing lights when loading or unloading. A check

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with our transportation contractor has indicated that there is a city ordinance which prohibits the use of flashing school bus lights within the city limits of Fargo. The only immediate answer to this concern about the safety of pre-school children entering or exiting from school buses appears to be a policy where by children exiting from the bus are instructed to remain on the curb until the bus has pulled away before attempting to cross at an intersection.

"TALKING" DOESN'T "JUST HAPPEN", IT MUST BE TAUGHT!

Keep a household schedule or follow a set routine. Have regular meal hours and a definite time for bed, play, study and family sharing (a listening time during which the members of the family discuss their activities, ideas, etc). Children need organization and function better when they know what is expected of them at a particular time.

See that the child has regular medical checkups. Keep your child in good health.

Remember, your child is an individual. He progresses at his own particular rate of growth and development. Maturation is a very important factor in speech development. A child will talk when his nerve centers and speech organs are sufficiently developed.

Motivation is important. Children develop speech because it is the means to fulfilling an end. They see something and they want it - they realize that they must communicate their wishes to others. Speech becomes meaningful to them because it is useful to them. If parents accept gestures and grunts too quickly in place of some verbalization of speech, children may not try to talk. They may not think it is necessary - there is no incentive. Don't expect "perfect" speech but insist that they use the best speech of which they are capable.

Good speech standards in the home are important to a child's speech [illegible] is to his growth. [illegible] influence you more than you realize. They are little transcriptions of the speech they hear at home. Parents should [illegible] upon their children the fact that they must always use good speech. If you believe that your child can [illegible] to have difficulty with a sound in him. Don't urge him to repeat every word - just [illegible] that he is doing his best. [illegible] efforts even though his speech may not be perfect. Do not push him beyond his individual limits and capabilities.

Encourage your child to play with youngsters slightly older than himself, as well as with those his own age.

Do not speak too rapidly - this is very important! Remember, a child cannot comprehend ideas presented too rapidly.

It takes time for him to sort out the ideas in statements and then more time to organize his responses to your speech. If your speech is too rapid, he may simply give up and decide that he can't talk.

Provide your child with a variety of stimulating experiences. Language becomes more meaningful and essential as his experiences increase. Use a simple language to describe experiences. Trips to the fire house, grocery store, police station, airport, etc., all provide exceptionally good experiences for him and will increase his vocabulary.

Try not to argue in front of the child or put him in frustrating situations. Do not force him to recite or "speak his piece" if this seems to upset him. Give him time to gain self confidence.

Avoid the use of "baby talk". It can seriously retard the child's natural speech development.

Read to the child every day. Make this a part of your household. Even when he is too young to understand all that the story may contain, it is important that the child become aware of the listening act. The approach you use in reading a story, however, is very important. Following are some suggestions for presenting stories:

-eliminate distractions as much as possible.

-select a "quiet time" for presentation of material(after a nap).

-familiarize yourself with the story so that you can ask the child to listen for answers to specific questions which you pose before the story is read.

-present a short story initially. Increase story length as the child's attention span increases.

-after reading the story, ask your original quescions plus one or two not previously asked.

-repeat the story if the child is unable to answer the questions.

-ask the child to tell you the story in his own words to see if he has grasped the central idea.

How many times do we play a record and let it go at that, assuming that the child's attention is completely absorbed in the activity? Children must be taught to consider listening as an active, not a passive, process. They must be taught to focus their attention on listening. By familiarizing yourself with the recorded material and asking meaningful questions, you will be helping the child direct his listening. Remember too, an entire record needn't be played - begin with small sections and gradually increase the length of recorded material. Television can also provide opportunities for improving listening habits. Turn the volume down so that the child must concentrate more on listening.

Take time to listen to your child when he has something to say. Don't rush

him - ask him about his daily activities or school affairs. Meet all of his teachers, if he has started to school. Sharing experiences and good times is fun, is meaningful to the child, and promotes a healthy emotional atmosphere.

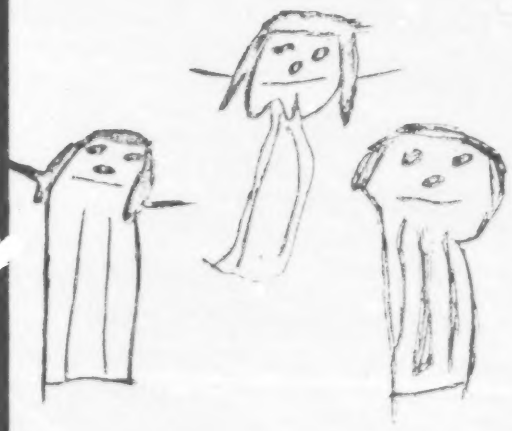
Dates To Remember

Scheduled Community Advisory Council Meeting Dates - Unless informed otherwise, all Council meetings will be held at 7:30 p.m. in the Board Room at the Emerson-Smith School located at 1104 2nd Avenue South, Fargo.

November 22, 1972
December 13, 1972
January 10, 1973
February 14, 1973
March 14, 1973
April 11, 1973
May 9, 1973
June 13, 1973

Scheduled Parent Conferences -

November 10 and 13, 1972



WHAT IS PRESCRIPTIVE TEACHING?

The title of our program contains the phrase "Pre-kindergarten prescriptive teaching". What is prescriptive teaching and what part does it play in the pre-kindergarten program? It is hoped that the following discussion of the topic will help to answer these questions.

The term prescriptive teaching is adapted from the medical model where the doctor diagnoses an individual's problem and then prescribes the appropriate treatment or medicine. An important and reasonably time-consuming part of the pre-kindergarten program consists of detailed diagnostic testing of the child. This means that each child is administered a series of tests designed to determine exactly which skills the child has and which skills the child doesn't have. Based upon this information, a "prescription" is determined for each child. This encourages the teacher to take into account the individual differences of each child in planning the method or technique which is most suitable for teaching that child.

At the present time, we have completed the diagnostic testing in the areas of language arts and mathematics and are in the process of diagnosing the children's skills in the areas of sensory motor development and science. The children enjoy most of the testing and it is done in such a way as to be an educational experience. Of course the past

six weeks have not been devoted entirely to diagnostic testing. The testing is all done individually and each child has spent no more than 30 minutes in an actual testing situation. While one child is being tested, the rest of the program continues as usual.

After a child's strengths and weaknesses have been determined, there are several methods which can be utilized to individualize the teaching for the child. The method utilized in the Fargo pre-kindergarten program is to emphasize the child's strengths and utilize these strong points to help improve those areas in which the child is weaker. It is believed that this method can best increase the self-reliance and strengthen the self-image the child has while at the same time helping to teach the child those skills in which he has a deficit.

Community Advisory Council

Mrs. James Gunderson - parent - Woodrow Wilson School

Mrs. Larry Helgeson - parent - Madison School

Mrs. Roger Seefried - parent - Jefferson School

Mrs. Gordon Thomas - parent - Carl Ben Eielson School

Mrs. Martin Flanagan - parent - Lewis and Clark School

Mrs. Donald Lawyer - parent - Roosevelt School

Mrs. Robert Contreras - parent - Woodrow Wilson School

Mrs. Myron Kluge - parent - Madison School

William Conway - parent - Jefferson School

Mrs. LeRoy Dockter - parent - Carl Ben Eielson School

Mrs. Arthur Kankelfritz - Model Cities Education Committee

Wayne Struble - student - North High Curriculum Council Representative

Yasmin O'Donovich - student - South High Curriculum Council Representative

Rhonda Hanson - student - Model Cities Area - Jefferson

Lee Gross - student - Model Cities Area Madison

Harold A. Trosen - Superintendent of Fargo Catholic Schools

Joan Williams - kindergarten teacher Fargo Public Schools

George Booth - principal - Jefferson School

Maxine Horvath - pre-school teacher

Dr. Glenn Melvey - Assistant Superintendent of Curriculum - Fargo Schools

Nola Smith - Specific Learning Disability teacher - Fargo Public Schools

Wayne Waagstrom - Southeastern Mental Health Center - Fargo

Dr. John Wasson - Department of Adjunct Services - Moorhead State College

APPENDIX E

AGENDA

PRESCRIPTIVE TEACHING
COMMUNITY ADVISORY COUNCIL

January 10, 1973

1. Minutes of last meeting
2. Distribution of Pre-School Reports
3. Possible project changes
    - A. Combine duties of director and coordinator
    - B. Parent meetings (type of meeting, attendance)
    - C. Role and size of Advisory Council
    - D. Screening phase
    - E. Transportation
4. Parent meetings
5. Attitudinal survey
6. Dissemination of project information

APPENDIX F

TABLE 1:
A RECORD OF ATTENDANCE AT THE MEETINGS OF COMMUNITY ADVISORY COUNCIL DURING THE 1972-73 SCHOOL YEAR

DATE	NUMBER OF MEMBERS	NUMBER IN ATTENDANCE	% IN ATTENDANCE
11/22/72	23	12	52%
12/13/72	23	16	70%
1/10/73	22	13	59%
2/14/73	Meeting held, but attendance not taken.		
3/14/73	22	9	41%
4/11/73	22	10	45%
5/9/73	22	6	27%
6/27/73	22	3	14%
YEAR TOTAL	156	69	44.2%

TABLE 2a:
A RECORD OF ATTENDANCE AT THE PARENT GROUP MEETINGS DURING THE 1972-73 SCHOOL YEAR

DATE	NUMBER OF FAMILIES	NUMBER OF FAMILIES IN ATTENDANCE	% OF FAMILIES IN ATTENDANCE
9/18/72	56	39	70%
10/11/72	82	41	50%
4/10/73	80	18	23%
YEAR TOTAL	218	98	45.0%

TABLE 2b:
A RECORD OF ATTENDANCE AT THE PARENT-TEACHER CONFERENCES DURING THE 1972-73 SCHOOL YEAR

DATE	NUMBER OF FAMILIES	NUMBER OF FAMILIES IN ATTENDANCE	% OF FAMILIES IN ATTENDANCE
11/10/72	82	78	95%
3/18/73	80	67	84%
5/20/73	25*	24	96%
YEAR TOTAL	187	169	90.4%

*Attendance was not recorded in two of the three classrooms.

TABLE 3a:
A RECORD OF GROUP MEANS ON THE PRE-AND POST-ADMINISTRATIONS OF VARIOUS TEST INSTRUMENTS TO PROJECT PARTICIPANTS (means were calculated on only those students who were tested on both the pre- and post-tests)

	PRE MEAN (N = 74)	POST MEAN (N = 74)
HUNTON PRE SCHOOL	30.91	54.80
STANFORD BINET IQ	101.18	109.72
TOBE	9.70	17.04
ARTICULATION TEST	63.85	65.99
HUNTON MATH	10.36	15.62
HUNTON LANGUAGE	19.24	25.00

TABLE 3b:
A RECORD OF GROUP MEANS ON THE PRE- AND POST-ADMINISTRATION OF VARIOUS TEST INSTRUMENTS TO CONTROL GROUP PARTICIPANTS (means were calculated on only those students who were tested on both the pre- and post-tests)

	PRE MEAN (N = 28)	POST MEAN (N = 28)
HUNTON PRE SCHOOL	32.71	49.54
STANFORD BINET IQ	101.18	102.14

TABLE 4a:
Results of the Analysis of Covariance Tests Comparing the Project Participants to Control Group Participants with Respect to Performance on (1)Hunton Pre-School Test and (2)Stanford Binet Intelligence Test

TEST	F-Value
Hunton Pre-School	18.55**
Stanford Binet Intelligence	20.54**

** Significant at the .01 level.

TABLE 5:
TABULATION OF THE RESPONSES TO THE DEMOGRAPHIC QUESTIONNAIRE(N = 78)

	n	%
STATUS OF FATHER		
natural	67	86%
step	4	5%
guardian	0	
grand, other	0	
none	7	9%
STATUS OF MOTHER		
natural	77	99%
step	1	1%
guardian	0	
grand, other	0	
none	0	
NUMBER OF CHILDREN		
one (1)	10	13%
two (2)	29	37%
three (3)	24	31%
four (4)	8	10%
more than 4	7	9%
NUMBER OF OLDER CHILDREN		
zero (0)	39	50%
one (1)	10	13%
two (2)	17	22%
three (3)	5	6%
more than 3	7	9%

	n	%
AGE OF OLDEST CHILD		
four (4)	36	46%
five (5)	1	1%
six (6)	1	1%
seven (7)	4	5%
more than 7	36	46%
AGE OF YOUNGEST CHILD		
zero (0)	10	13%
one (1)	9	12%
two (2)	8	10%
three (3)	7	9%
four (4)	44	56%
NUMBER OF YEARS IN FARGO		
0-1	9	12%
2-3	12	15%
4-5	13	17%
6-7	7	9%
more than 7	37	47%
NUMBER OF YEARS AT PRESENT RESIDENCE		
zero ( )	11	14%
one (1)	19	24%
two (2)	9	12%
three (3)	8	10%
more than 3	31	40%

	n	%
OCCUPATION OF FATHER		
professional	13	19%
clerical sale	17	25%
services	7	10%
farm, fish	2	3%
processing	3	4%
machine trade	8	12%
bench work	0	
structural work	7	10%
Misc.	6	9%
unemployed	4	6%
part-time	0	
AMOUNT OF ADDITIONAL HOURS PER WEEK		
zero	60	77%
1-9	13	17%
10-19	5	6%
over 19	0	
OCCUPATION OF MOTHER		
professional	2	3%
clerical sale	7	9%
services	7	9%
farm, fish	0	
processing	1	1%
machine trade	0	
bench work	1	1%
structural work	0	
misc.	2	3%
unemployed	47	60%
part-time	11	14%

TABLE 6:
A TABLE OF PRE AND POST MEANS ON THE VARICUS CONCEPTS OF THE ATTITUDE SURVEYS OF PARENTS, DIFFERENCES OF POST AND PRE MEANS AND RESULTS OF T-TEST COMPARING POST TO PRE MEANS

VARIABLE	PRE-MEAN (82)	POST-MEAN (10)	POST -PRE	T-TEST	
Teacher	37.74	36.30	-1.44	-0.99	NS
Testing Program	34.29	31.40	-2.89	-1.26	NS
Course of Study	35.80	36.00	0.20	0.12	NS
Administration	36.24	34.90	-1.34	-0.71	NS
Individual Instruction	38.05	37.20	-0.85	-0.56	NS
Parent Involvement	37.21	35.90	-1.31	-0.84	NS
Special Education	36.15	36.10	-0.05	-0.03	NS
Pre-School Education	35.84	37.40	1.56	0.82	NS
Fargo School System	31.89	33.70	1.81	0.80	NS
Federal Aid	34.15	35.20	1.05	0.51	NS
TOTAL	357.37	354.10	-3.27	-0.25	

TABLE 7:
A TABLE OF PRE AND POST MEANS ON THE VARIOUS CONCEPTS OF THE ATTITUDE SURVEYS OF ADVISORY COUNCIL MEMBERS, DIFFERENCES OF POST AND PRE MEANS AND RESULTS OF T-TEST COMPARING POST TO PRE MEANS

VARIABLE	PRE-MEAN (17)	POST-MEAN (6)	POST -PRE	T-TEST	
Teacher	36.76	36.83	0.07	0.03	NS
Testing Program	29.76	33.17	3.41	0.93	NS
Course of Study	32.12	33.33	1.21	0.43	NS
Administration	34.88	38.17	3.29	1.27	NS
Individual Instruction	34.65	38.50	3.85	1.30	NS
Parent Involvement	34.82	36.83	2.01	0.77	NS
Special Education	35.00	35.33	0.33	0.17	NS
Pre-School Education	34.00	38.83	4.83	1.47	NS
Fargo School System	31.53	33.67	2.14	0.63	NS
Federal Aid	31.24	35.17	3.93	1.15	NS
TOTAL	334.76	359.83	25.07	1.28	NS

APPENDIX G

ONE-DAY IN-SERVICE WORKSHOP COMPONENT
PRE-KINDERGARTEN PRESCRIPTIVE TEACHING PROGRAM

POST TEST

OBJECTIVE: In order to demonstrate a knowledge of the content of the in-service workshop, the participants will correctly respond to 80% of the test items cited below.

TEST ITEMS:

1. The Prescriptive Teaching Program is being financed by a federal title program. Please identify the title of the program: _____

2. Identify the number and title of all project personnel.

   a. ___ _____
   b. ___ _____
   c. ___ _____
   d. ___ _____ _____
   e. ___ _____ _____

3. Two procedures will be used to evaluate the program. In each instance a job title is assigned to the person performing the evaluation. Please identify one of the evaluation procedures by job title: _____

4. During the remaining in-service training period planned this summer three additional activities are scheduled. Please identify two of these three activities:

   a. _____
   b. _____

5. The primary goal of the Prescriptive Teaching Program is:

   ____a. to identify children who may encounter difficulty in school at a later date.
   ____b. to provide select children with the readiness skills essential to success in kindergarten and the first grade.
   ____c. to determine whether children can be programmed for on an individual basis.
   ____d. to determine whether a correlation can be established between a program emphasizing language development and later school success.

6. During the instructional component of this project, teachers are to contact one specific staff member whenever information is sought. Please identify that staff member by title: _____

7. Are the objectives below stated in at least performance (behavioral terms)? Does each at least name an act the learner would be performing when demonstrating that he has achieved the objective?

	YES	NO
a. To understand the principles of salesmanship.	___	___
b. To be able to write three examples of the logical fallacy of the undistributed middle.	___	___
c. To be able to understand the meaning of Ohm's Law.	___	___
d. To be able to name the bones of the body.	___	___

	YES	NO
e. To be able to list the principles of secondary school administration.	___	___
f. To know the plays of Shakespeare.	___	___
g. To <u>really</u> understand the law of magnetism.	___	___
h. To be able to identify instructional objectives that indicate what the learner will be doing when demonstrating achievement of the objective.	___	___

8. Given below are two characteristics of a statement of instructional objectives.

A. Identifies the behavior to be demonstrated by the students.

B. Indicates a standard of criterion or acceptable performance.

Are each of these characteristics present in each of the objectives below? For each objective below, check whether <u>each</u> of these characteristics is present.

	A	B
a. The student must be able to understand the theory of evolution. Evidence of understanding will be obtained from a written essay on evolution.	___	___
b. The student is to be able to complete a 100-item multiple-choice examination on the subject of marine biology. The lower limit of acceptable performance will be 85 items answered correctly within an examination period of 90 minutes.	___	___
c. The student must be able to correctly name each item depicted by each of a series of 20 blueprints.	___	___
d. To demonstrate his ability to read an assembly blueprint, the student must be able to make the item depicted by the blueprint given him at the time of examination. Student will be allowed the use of all tools in the shop.	___	___
e. During the final examination, and without reference, the student must be able to write a description of the steps involved in making a blueprint.	___	___
f. The student is to be able to draw his service revolver and fire five rounds (shots) from the hip within a period of three seconds. At 25 yards, all rounds must hit the standard silhouette target; at 50 yards he must hit with at least two of his five rounds.	___	___
g. The student must know well the five cardinal rules of homicide investigation.	___	___
h. The student must be able to fill out a standard accident report.	___	___

	A	B
i. The student must be able to write a coherent essay on the subject "How to Write Objectives for a Course in Law Appreciation." Student may use all references noted during the course, as well as class notes. Student must write his essay on paper provided by the examiner.	___	___
j. Beside each of the following psychological principles, the student must be able to write the name of the authors of experiments on which the principle is based (list of principles appended).	___	___
k. Given a list of objectives, the learner should be able to evaluate each.	___	___
l. To list the important characteristics of branching and linear self-instructional programs.	___	___
m. The student is to be able to name and give an example of each of six programming techniques useful for eliciting a correct response. To be considered correct, items listed by the student must appear on the handout entitled "Programming Techniques" issued by the instructor during the course.	___	___
n. To develop logical approaches in the solution of personnel problems.	___	___

9. Here is a rather poorly stated objective:

The student must be able to understand the laws pertaining to contracts.

Indicate whether the following test situations would have to be considered appropriate for testing whether the objective had been achieved.

Test Situations	Appropriate	Not Appropriate
a. The learner is asked to write the name of each of the justices of the Supreme Court.	___	___
b. Given a contract with certain legal terms circled, the student is asked to write a definition of each of the circled terms.	___	___
c. Given a legal contract and a list of contract laws, the learner is asked to indicate which of the laws, if any, are violated by the wording of the contract.	___	___
d. The student is asked to answer 50 multiple-choice questions on the subject of legal contracts.	___	___

10. Which of the test situations below would be appropriate for eliciting the kind of behavior by which you could tell if the student had reached the objective?

Objective: Given a properly functioning audiometer of any model, the student must be able to make the adjustments and control settings necessary prior to the conduct of a standard hearing test.

Test Situations	Appropriate	Not Appropriate
a. List the steps, in their proper order, for setting up an audiometer for use.	___	___
b. Proceed to the audiometer on Table 5, and set it up so that it can be used to administer a standard hearing test.	___	___
c. Describe the steps followed in the conduct of a standard hearing test.	___	___
d. Discuss the role of the audiometer in the hearing clinic.	___	___

ITEMS 11 - 20 - Instructions - please check the term which corresponds with underlined behavior characteristic in each of these items.

11. The student will circle the multiple choice questions . . .

a. Learning Domain	___
b. Terminal Behavior	___
c. Given	___
Restriction	___
d. Performance Criteria	___
e. Appropriate Learning Activity	___

12. Without the use of a slide rule . . .

a. Learning Domain	___
b. Terminal Behavior	___
c. Given	___
Restriction	___
d. Performance Criteria	___
e. Appropriate Learning Activity	___

13. In order to develop a better understanding of the values which affect individual behavior . . .

a. Learning Domain	___
b. Terminal Behavior	___
c. Given	___
Restriction	___
d. Performance Criteria	___
e. Appropriate Learning Activity	___

14. The student will be able to use his textbook in computing the answers . . .

a. Learning Domain	___
b. Terminal Behavior	___
c. Given	___
Restriction	___
d. Performance Criteria	___
e. Appropriate Learning Activity	___

15. . . . will run the 100 yard dash in less than 12 seconds . . .

a. Learning Domain _____
b. Terminal Behavior _____
c. Given _____
Restriction _____
d. Performance Criteria _____
e. Appropriate Learning Activity _____

16. . . . the student will list eight of the ten major authors in English literature during the nineteenth century . . .

a. Learning Domain _____
b. Terminal Behavior _____
c. Given _____
Restriction _____
d. Performance Criteria _____
e. Appropriate Learning Activity _____

17. . . . the student will list eight of the ten major authors in English literature during the nineteenth century . . .

a. Learning Domain _____
b. Terminal Behavior _____
c. Given _____
Restriction _____
d. Performance Criteria _____
e. Appropriate Learning Activity _____

18. To show that the student can visually discriminate a "b" from a "d" . . .

a. Learning Domain _____
b. Terminal Behavior _____
c. Given _____
Restriction _____
d. Performance Criteria _____
e. Appropriate Learning Activity _____

19. The student will solve . . .

a. Learning Domain _____
b. Terminal Behavior _____
c. Given _____
Restriction _____
d. Performance Criteria _____
e. Appropriate Learning Activity _____

20. . . . will select 18 out of 20 answers correctly . . .

a. Learning Domain _____
b. Terminal Behavior _____
c. Given _____
Restriction _____
d. Performance Criteria _____
e. Appropriate Learning Activity _____

21. The term "educational contract" or "contract" is used interchangeably with other terms, phrases, or definitions. There are at least two terms which are associated with the term "contract" and have the same meaning. Please name one of these terms.

a. _____

22. Although contracts vary from school district to school district, there are at least seven common information sections that are found on almost every contract. List five of the seven common information sections that are found on contracts.

a. _____
b. _____
c. _____
d. _____
e. _____

23. Listed below are five statements about the primary purpose for the use of educational contracts. Place a "C" by those statements you believe to be primary purposes for the use of educational contracts. Place a "✓" by those statements you believe are not primary purposes for the use of educational contracts.

____a. To serve as a system of accountability.
____b. To provide an opportunity for learning at varied rates.
____c. To free the teacher from making presentations.
____d. To accommodate the sequencing of multi-grade level materials.
____e. To increase the opportunity for individualized attention to exceptional children.

24. The one <u>biggest</u> problem in the use of contracts is:

____a. They are often inappropriately used.
____b. They minimize individual contact by the teachers.
____c. They bore students.
____d. They depersonalize learning.